

# The History Teacher's Magazine

EDITED UNDER THE SUPERVISION OF A COMMITTEE OF THE AMERICAN HISTORICAL ASSOCIATION.

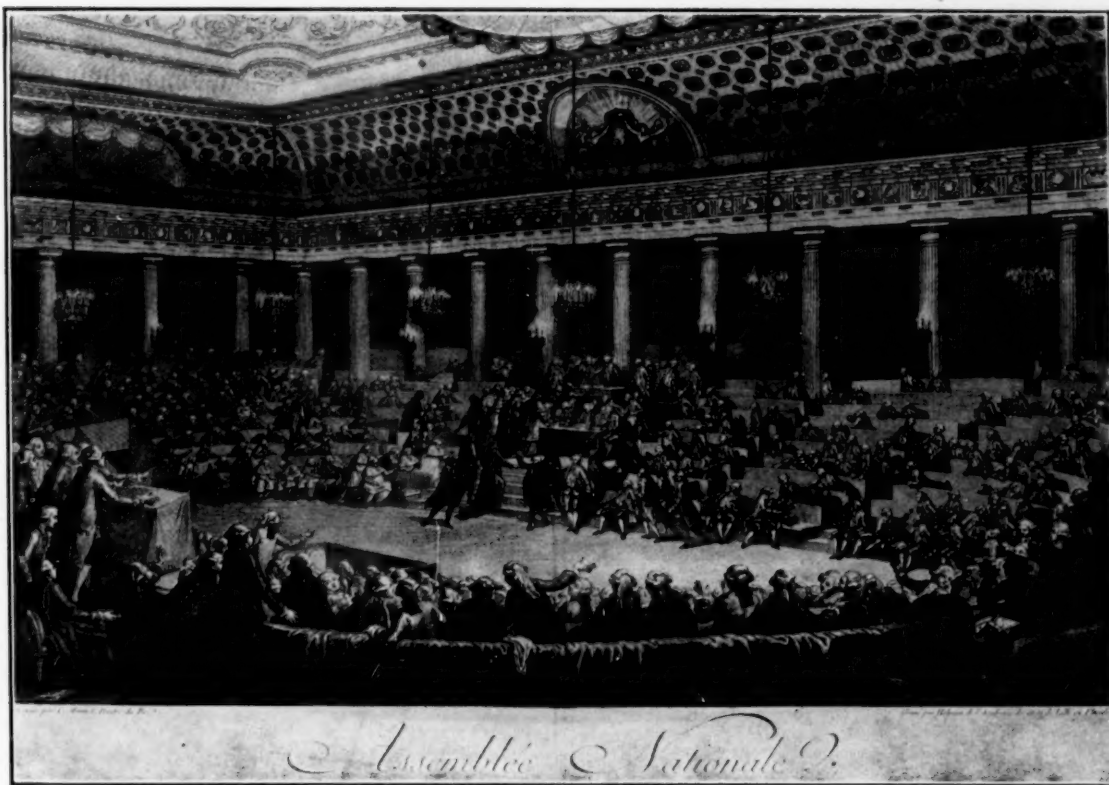
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The Renunciations of the 4th of August, 1789, in the French National Assembly. See page 126.  
This picture will appear in the series of historical illustrations edited and published by the New England History Teachers' Association.

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## Historical Maps and Their Making\*

BY PROFESSOR WILLIAM R. SHEPHERD, COLUMBIA UNIVERSITY.

Happily the day is passing when the teacher of history was made to resemble a certain member of the family whose obvious vocation was that of the ministry, when the individual who could teach anything or nothing was regarded as eminently the fit and proper person to teach history. No less is it a matter for congratulation that war and politics, so long the primeval and exclusive elements of history, are being subordinated to manifestations of human thought and action more interesting, more instructive and more significant. Specialization in the teacher and comprehensiveness in the subject require that aid be sought from arts and sciences lying supposedly beyond history's pale, and that each of these when called upon should supply the right sort of materials for history's use.

Though many an excellent treatise has furnished the proofs of the powerful influence that geographical conditions have exercised upon the course of human development, historians and teachers of history often show little inclination to recognize the fact. They will admit that historical geography has considerable value. They will even concede that a knowledge of it may be indispensable for a correct understanding of past institutions and events. Yet their recognition proceeds mainly from a realization of the simple truth that when things happen they must happen somewhere. Such occurrences, accordingly, ought to have maps to illustrate them more fully than is possible from the use of the printed page or the spoken word. Just as sermons must have texts, so must histories have maps. Whether the text is a good one and whether the sermon should allude to it, whether the map is worth while and whether it has any particular relevancy, are matters more or less negligible. The inclusion of maps is a sign of yielding obedience to a well-established convention beyond which it is not necessary to go.

However abundantly a text-book may be supplied with pictures, queries, themes, references and the like, the maps, it would seem, get a measure of attention only after all other requirements have been fulfilled. They may be drawn on too small a scale, their details may be faulty, their coloring a smudge, their fitness to the text a nullity; but they are maps and thicken the book. A certain number of sinuous black lines, an array of tiny dots or circles, a caterpillar-like furze or two, an assortment of names erratically spelled, an area of hatching or cross-hatching, a splash of contrasting colors, and behold, the map is done! Its construction and appearance, indeed, are apt to recall the utterance of Lincoln on a certain occasion: "I care but little, so that what is done be comely and not altogether outrageous." If the map reveals no serious errors and if it contains the usual names, its mission is accomplished.

In view of these deficiencies an urgent need has arisen for maps of a character that shall befit the broadening conception of history and shall meet its just demands. On the mechanical side such maps should be drawn with every possi-

ble attention to accuracy and clearness. Precision should mark the insertion of geographical details, whether they be natural features or the names of places. The names themselves should be spelled correctly and never permitted to overcrowd a map. Wherever feasible the scale of a map should be sufficiently large to enable the contents to be easily perceived; otherwise it is better to have several maps dealing with different portions of the same area. In the employment of arbitrary signs and devices, also, to represent any particular things, they should be made uniform in application, and not, as often happens, made to refer to different things on different maps.

The color scheme should be determined by considerations of harmony as well as of distinctiveness. No real advantage proceeds from offending the sense of beauty by a resort to glaring contrasts. A juxtaposition of red and green in softened tones presents quite as much differentiation for the purpose of impressing a geographical fact as the ill-assorted companionship of ultra vivid yellows and purples. Ugliness should not be the characteristic of maps any more than of paintings. If the æsthetic sense can be cultivated at the same time that the historical sense is rendered strong, the gain is all the greater. Nor should the various colors be put on in such a way as to blend, confuse or smudge them. The line of separation should be kept absolutely sharp and clear. In every case in which a given color is employed to designate a certain area, the same color should appear on the same area throughout. Thus, if France is indicated by a green coloring on one map, it should have the same shade on every other map. Adherence to this rule will enable the eye to follow changes readily as they may occur.

The degree of carefulness shown in the preparation of the body of the map should be intensified, if anything, in the composition of the legend. Not only should the explanation contain every device and statement that will render the several features embodied on the map unmistakable in meaning, but it should serve as a convenient place for summarizing all the important items. However obvious the features on a map may seem to be, there is always a possibility that some may be obscure. The legend, accordingly, should be a sort of compact yet comprehensive index. In constructing it a due heed for elaborateness should never be sacrificed to the fear of repeating what may be stated on the body of the map. As a part of such elaborateness especial precautions should be taken to have every colored bar, strip or line kept distinct in shade from its fellows, and made to correspond precisely in coloring to the area or line on the map to which it is intended to refer. Colorings that lack definiteness in this respect are as misleading as they are unsightly. They should be tolerated no less in the legend than on the map.

Every legend that can possibly admit of it should be provided with an accurately determined scale of miles and with an exact designation in figures of the ratio between the size of the areas as the map shows them and the actual size of the areas themselves. In the case of continents or countries about which ignorance of their respective areas is particu-

\*Paper read before the History Teachers' Association of the Middle States and Maryland, at New York, March, 1912.

larly common—*e.g.*, Africa, Australia, Russia, Brazil, these two devices for measurement should be supplemented by an inset of a relatively small geographical division like Illinois or England to serve as a graphic means of comparison. Placed at some convenient point on the main map where its inclusion will work no disadvantage to any needful details, the inset should mention the name of the specimen division selected, and should state specifically that it contains so and so many square miles in comparison with the larger area concerned. In this way it would give at a glance those notions of relativity in size which are often the beginnings of historical wisdom.

Turning from mechanical construction to subject matter, the problem of what historical maps should contain now presents itself for solution. From the political and military standpoint certain periods of European history are abundantly provided for in atlases, wall maps and text-book maps. The United States does not fare so well. Here practically all of the material available on a reasonably large scale consists of a lone wall map, semi-historical in character, and a collection or two of charts gaudily colored, insufficient in scope, inaccurate in drawing or statement, and mounted withal on iron stands of dubious stability. Nor is there such a thing in existence as an historical atlas of the United States.

These "beggarly elements of old" no longer suffice. Progressive history recognizes politics and war only for what they are actually worth in its scheme of evaluation. Moreover, it insists that the genius of history is not mnemonic but organic; that the past should be studied in the light of the present and not merely the present in the light of the past. As its themes history should choose the phases of the past in event and institution and thought which are permanently interesting and valuable, which "connect up" with the present, and should relegate the aridly conventional data of memory drills to the limbo of the archaic and outworn. To this end it must seek the explanation of present phenomena in manifestations of human activity that wot not of war and politics alone. It must look to all the sciences and arts for guidance and wise counsel, as these in turn must look to history as the judicial recorder of their development.

Though many of the customary maps of political development may be retained to advantage, efforts should be made to supply those needful to explain political conditions and relationships in accordance with the newer interpretations that history has put upon them. Contemporaneous maps, also, should be introduced and left no longer to political geography alone, as the term is commonly understood. In the strict sense every map that depicts the present situation is historical, for the present only emerges so as to lapse instantly into the past. If for no purpose other than that of comparison, the map that shows things more or less as they are has a measure of usefulness quite as great as the one that describes things as they were.

Maps that deal with wars should illustrate their causes and effects rather than the details of campaigns. Useful as the latter may be to professed students of military science, they have no rightful place in the general teaching of history. Particularly objectionable is the type of map appearing in many an atlas and text-book, the so-called "battle-plan," which aims to depict the positions of armies by means of blocks and dots and dashes ranged about wriggling lines and hirsute curves. Of what avail is it to have the pupil learn that the little blue or green rectangles got before, behind, on the side of, or all the way round, the little red or yellow rectangles, and hence won or lost the piebald combat? The military element in the past may not be omitted, of course, but when geography is summoned to explain it, the seats of only the most important campaigns and the

vicinity of only the most important battles are what should appear on the maps. Even these should be limited to the military events that have had the most decisive bearing upon the states of the world as they are constituted to-day. Above all, in maps no less than in the history that they illustrate, the victories of peace should be emphasized, and not the slaughtering of war or the deeds of military prowess that suggest it.

Instead of battle-plans and the vicinity of campaigns, there are other centres of activity capable of graphic representation and possessing a more permanent and useful interest. These are the cities and localities that have played an important role in history. Plans of Athens, Rome, Jerusalem, Constantinople, London and Paris, and maps showing the vicinity of each of them, plans of the Acropolis and the Forum, to mention only the most obvious instances, are of immeasurably greater value than all the battle-plans ever contrived.

While every map should be drawn on a physical basis, showing coast-line, streams, lakes and mountains to the extent that the scale may allow, this concession to geography is not enough for the purposes of history. Since man's performance is conditioned on nature's provisions, the physical map, pure and simple, is quite indispensable. The various physiographic areas, their diverse configuration, their resources, their rainfall, their climate, whatever, in short, their existence has done to obstruct or to promote the development of the human race must be traced as historical factors of the utmost significance. The relief map and the physical map do not lie within the exclusive province of the geographer. The historian must press them into his service, for they are literally the ground-work upon which he stands.

Progressive history, moreover, believes in territorial, as well as mental expansion. It calls attention to neglected fields at the same time that it urges more intensive cultivation of those in hand. Western Europe and the United States have long been the stock areas in which history has been made to labor. Eastern Europe, Africa, Asia, Australia, Oceania and the regions of America lying outside of the United States have been regarded as history's Cape Non, beyond which inquiry may not go and live. They are mere incidentals, presumably, in the life of the chief nations of Western Europe, and in that of their compeer on this side of the water. Besides, the time available for learning and instructing is too brief to warrant excursions away from well-trodden lands, particularly since these lands are now seen to offer many an attraction hitherto unobserved by history. Yet the discovery of the New World, the expansion of European civilization over the globe, and the reaction upon that civilization caused by contact with countries and peoples, with institutions and ideas, in every conceivable stage of development, are perhaps the most remarkable phenomena in the annals of the human race. These phenomena ought not to be slighted because certain events of distinctly minor value have been hallowed by repetition till they have become the fetiches of history. In courageous exercise of the right of selection and omission, which is the first duty of the student and teacher of history, such fetiches should be put out of the text-book and turned over to the encyclopedia or to other works of the sort. Their place may then be taken by the newer elements of history to which reference has been made. Among them is the study of the action and reaction visible in the spread of European culture over the world entire. For the successful pursuit of this study historical maps must be available. Their construction and use will aid most efficaciously in convincing the teacher and the taught that the progress of humanity, and not the inculcation of patriotism, should be held up as the great object lesson of the ages.



Many other phases of history there are which receive no adequate treatment in existing maps. For the sake of convenience they may be grouped under the general term "institutions." The political divisions of a given country often afford no clue to the history of its administration or to the circumstances of administration at any particular period. Administrative areas are divisible into political, financial and judicial districts. To the extent that the activities of government in such districts have exerted an influence which history is bound to recognize, just so great is the necessity for the sort of illustration of the fact which maps may furnish. Assuredly no one could explain feudalism without due appreciation of its geographical bases, or the antecedents of the French Revolution without possessing a clear conception of the political, financial and judicial practices operative in different parts of France under the "ancien régime."

What is true of governmental institutions applies to those of an ecclesiastical character. Even if the course of human enlightenment has not yet proceeded far enough to permit the share of religion in history to be handled as impartially as the political element, the fact argues in no fashion against the use of ecclesiastical maps within the limits vouchsafed by taboo. In order to ascertain in a measure what that share has been, the cautious bounds of inquiry will not be overstepped by having available something more than conventional signs attached to certain names and designed to show the seats of a few bishoprics and monasteries in medieval times. Maps, therefore, are needed on which it will be possible to trace the spread of religious ideas and systems, especially of Christianity, and to illustrate ecclesiastical organization, monasticism, mission work, religious revolutions and the like. It is quite impossible, for example, to understand the character and achievements of that mighty empire, the Christian Church of the Middle Ages, without a graphic representation of its administrative divisions, of the distribution of the monastic orders, and the multifarious activities of monastic life.

From the social and economic standpoint the possibilities of enlarging the scope of historical maps seem almost innumerable. A few instances may be cited. The distribution of races, the influence of ethnic stocks, the shifting of population, the processes of colonization are all phenomena that call for attention from the map-maker. In like fashion, the story of the industries and of the institutions connected with them must be told in graphic form, all the way from the primitive occupations of tribal settlement and village

community, through the manorial system and up to the complex activities of to-day and their environment. The kinds of commodities that have been brought forth, the scenes of their production and exchange, and the centres of traffic from the times of the markets and fairs onward, must be made known. The profound changes wrought by the Industrial Revolution must have a geographical setting that will help the student to understand their vast significance. Equally indispensable is an appreciation of the tremendous development of commerce and transportation. Not only the trade routes that have followed along natural highways, but those created by the hand of man, the roads, the canals, the railways, and the many other means of communication by which invention has overcome distance, must all be properly represented.

Intellectual progress, also, may be studied to great advantage on the map. One phase of it is education; hence the rise of universities, colleges and schools must be depicted. Works of literature, philosophy and science often require a geographical background to make their scenes and statements stand out in clear relief. The writings of the eminent men of all time take on a more definite meaning when associated with the physical and historical environment that maps afford. Nor can it ever be forgotten how wondrously man's intellectuality has expanded in coincidence with the territorial widening of his activities. The development of geographical knowledge and the multiple processes by which it has been attained, the deeds of the discoverer and explorer, the conqueror and the treaty-maker, the colonist and the empire-builder, performed beyond the seas, the evolution of the science of cartography, must be drawn upon most liberally by those who would understand and apply the newer concept of history.

While no single atlas, no collection of wall maps, large or small, to be prepared in many years to come may contain all, or even the major part, of the materials that have been suggested, the ideal of such completeness should be faithfully upheld. What already exists should be enlarged and diversified as opportunities may arise. The teacher should contribute the fruits of his reading and experience. The pupil should be encouraged to produce as well as to reproduce. Historical maps and their making may then serve to intensify the truth of von Herder's dictum about geography and history: "They are the stage and the book of God's household—history the book and geography the stage."

## Introductory Courses in History at the University of Texas

BY DR. A. C. KREY, UNIVERSITY OF TEXAS.

The method of conducting the introductory course in history at the University of Texas has been materially changed in recent years. For some time there were two courses open generally to Freshmen—Ancient (History, 1) and Medieval (History, 2). These were conducted on the conventional text-book recitation plan. The number of students, however, increased out of all proportion to the number of instructors that the budget would permit. Such conditions made efficient teaching an extremely difficult, if not impossible undertaking. With the advent of an additional instructor in medieval history, however, we have been able to make a decided improvement. History 1 has been limited to a reasonable number of students, while History 2 has been changed from the three period recitation plan to the two period lecture—one period recitation method, and with especial emphasis on training, has been made the recognized introductory course.

This has been done for several reasons. The presence of two instructors trained in medieval history is a fortunate accident. The condition of preparatory work in the state is a more pressing consideration. Though there are some high schools in the state whose work will compare favorably with that of almost any similar institutions in the country, the number of those which do not is relatively greater than in many other states. Advanced work, therefore, has been seriously handicapped by the necessity of teaching rudiments which elsewhere are provided in the high schools. Furthermore, there is a large body of students here who will take but one course in the social science group. To bridge the gap, accordingly, between the high school preparation and advanced work in history, as well as to give the dilettante a real taste of the character of work in social science, it was thought expedient to emphasize train-



ing. To this end Medieval History would lend itself much better than Ancient History.

The enrollment in History 2 has risen rapidly to a total of five hundred and three for the current year. Three graduate students have been added to the staff as assistants. Lectures have to be given in two sections, while for recitation purposes the class is divided into sections of about twenty students. The framework of the course is supplied by Munro and Sellery "A Syllabus of Medieval History." The narrative is drawn from lectures, textbooks and corollary reading; while the recitation hour is used mainly to furnish the means for the historical training. For the convenience of the students, there is posted in a prominent place in the reading room of the library an additional outline of recitation assignments for the whole term's work. This contains also a larger list of corollary references than is contained in the Syllabus, specific requirements of reading for each week, as well as definite notices of maps, outlines, topics and written quizzes due. The existence, location and purpose of this outline is clearly announced at the beginning of the year; and, though the announcement is treated at first with the usual indifference, rigid insistence upon its provisions soon teaches the students their responsibility in the matter.

The narrative is by no means lost sight of in the course. The main object here, as elsewhere, is to give the students that broader knowledge and sympathetic insight into the lives of their ancestors during the period from the fourth to the end of the fifteenth century, which has been so well discussed in other articles of this magazine. That needs no emphasis here. The progress of training, however, has not been so explicitly described. Our first problems are, naturally, those of note-taking and reading analysis. Part of the first lecture of the year is spent in explaining the desirable points in lecture note-taking. Some further suggestions are made in the first recitation period, after which the students are permitted to go on making mistakes until the third week, when they are all called in for an individual conference. By this time they have encountered enough difficulties to make correction both profitable and welcome. Some few students have to be called in again with their note-books, but the note-books of the rest are not demanded until the end of the term, when they are graded and returned. By this time they have acquired enough skill to be trusted to improve their note-taking from their own experience. For the notes on the corollary reading they are further prepared by outlines. An outline of the chapter in the text is assigned for the first recitation hour. This is discussed in class on the basis of a model outline, and the same task repeated for the next chapter of the text. No more time is taken from the recitation, but the outlines are handed back with corrections. Painful experience has proven the wisdom of this simple assignment. By the time the students reach the third week they are ready to receive definite instructions on their reading notes as well. The usual mechanical convenience of uniform notes, explicit source citation, margins, indentations, chapter, page and paragraph titles are insisted upon, verbally on this occasion, later by examination.

For almost the entire length of the first term the range of required reading is confined to little more than a few parallel texts, and the amount required is about thirty-five pages per week in addition to the text-book. This may seem ridiculously insufficient to our more favored colleagues, but it is a heavy task for some of our beginners. Many of the students come from places where a few desk copies of rival texts, bestowed by zealous bookmen, are forced to do solitary duty as a library. To such students the very simple task of proceeding from the listed requirements to the actual reading thereof becomes a problem in advanced calculus, and, with the major portion of the class so handicapped, the

library reading room presents a rather chaotic appearance for the first month of the session. As the feverish excitement dies down, the students are assigned the task of outlining some small topic on the basis of a few simple references. They take notes, each point on a separate card, with the exact page reference affixed. The final outline, with each separate point authorized by a marginal reference, is handed in with the notes. Upon this occasion the students are in a proper state of mind to receive more or less lasting instructions in the use of a library and bibliographical conveniences. Not until the end of the second term are they permitted to compose a topic in essay form. But as the year goes on the range of the reading is gradually widened, so that by the end of the year all of them have had the opportunity to understand that the study of history has at least three dimensions.

The geographical training is a less difficult problem, for while but few students know much about the geography of Europe, most of them have had some experience in map-making. The review of the Roman Empire offers a good opportunity for emphasizing physical as well as political geography. Occasional reviews and sudden unexpected requests for locations are effective reminders of the constant importance of geography; while, as the work proceeds, political advances are mapped by the students, so that by the end of the year they are fairly well convinced of the necessity of geographical knowledge in history.

In the oral work the same progressive plan is followed. Questions designed to test the knowledge of text and lectures are the rule at first. Gradually a wider correlation is demanded. The cause and effect connection of events is reiterated and expected, and as rapidly as possible the students are weaned of the one cause—one result, attitude of mind. As the multiplicity of causes and effects is dawning on them, the relative importance is also emphasized. The necessity of supporting opinions by a convincing array of facts is greeted by the students at first, with rather obstinate opposition. After a while, however, they begin to understand that our insistence upon more facts is not necessarily a reflection upon their honesty, and they become more willing to provide the desired facts. They are ready then to take the further step of correlating events on their own responsibility, not only with earlier stages of the same development, but also with synchronous events not treated in the particular assignment. Casual recurrence to earlier lessons from time to time confirms the students in their suspicion as to the importance of such reasoning.

Thus far nothing has been said of the evaluation of sources of information. The necessity for more elementary training forces the emphasis on this matter to the last term. Incidentally, of course, in their bibliographical work they are, from the very beginning, required to note date, place and authorship of the books they read. Incidentally, too, these points are alluded to in the oral discussions, though usually from the desk. In the last term, however, direct attention is paid to this critical training. For this purpose source material proves most serviceable because the consideration of time and place of authorship, qualifications of writer, bias and other elementary limitations to observation appear more obviously than in most secondary accounts.\* Source material as such, is used constantly, though at first mainly for illustrative purposes; while in connection with their topics the students are called upon to find out facts about the life of the authors whose works they have used. Now the attention is centered on a critical estimate of the

\*Dr. Duncalf's "A Problem in the Use of Parallel Source Material in Medieval History." Published as a bulletin by the University of Texas, 1912, served as the basis for this work this year.

value of authorities and the various factors that enter in; these, once stressed, are regularly, often unexpectedly, alluded to, for the psychological effect.

The controlling lever of the course consists mainly, however, in the written quizzes to which student opinion attaches such an awful importance. Besides the regular mid-term written test of an hour, four ten-minute quizzes are given each term. A conscious effort is made to have these exercises instructional even more, perhaps, than tests of acquired information. Essential points made in lectures and recitations, probably treated with indifference by the students are called for sometimes with dire results. But that they have had the desired effect is pleasingly testified by the gradually increasing class grade on such quizzes. Thus, also, the term examinations are made to do progressive service. While the first term final is a more or less conventional test of their knowledge of lectures, text, and corollary reading, the second brings in additional elements. In this examination they are permitted to use their notes and text-books. The questions call for unaccustomed correlation of information, deductions from source extracts and discrimination in selecting the essential factors from an abundance of material. The existence of a time limit makes this examination both feasible and effective. With the previous announcement of the character of this test, it is, perhaps, unnecessary to add that the instructional staff does not have to examine note-books for this term.

Throughout the year's work it is our constant aim to keep the demand on the quality of work in advance of what the average of the students are accomplishing. It may be regarded as a delicate undertaking to keep the demands so gauged as to be a constant incentive and not a source of

discouragement to the students, but the fact that we conduct almost all of the recitations ourselves with the additional advantage of almost constant unsolicited reports of the psychological reactions of the students toward their course from numerous students, friends and colleagues, tends to minimize the latter possibility. Unexpected recurrence to points previously emphasized, occasional demands for correlations not hitherto made, and rigid adherence to the posted instructions by the staff lead the students to a sense of responsibility for their work and an initiative which is distinctly gratifying.

By no means is all that is desired accomplished, nor even all that is attempted. The uneven preparation of the students who come to us has created the ever perplexing problem of how to provide for the average without forcing the better prepared students merely to mark time. After some thought, we ventured this year to assign students to recitation sections according to their preparation, and so far as lack of previous acquaintance permitted also according to their ability. We did this by meeting all the students who enrolled in the course in a brief individual conference during the first week of the year. Not all of our judgments have proven correct. In fact, some of our mistakes have afforded us a great deal of personal amusement, often pleasure. On the whole, however, it has worked out satisfactorily, so much so that we shall repeat the experiment next year. Then as soon as the secondary teachers of the state achieve their ambition of raising their standards, and a closer connection is established with the high schools, we will be able to drop such unscientific procedure, and give our students the same grade of training and preparation for advanced work which is now given by the more favored universities.

## A Proposal for the Federation of History Teachers' Associations\*

BY CARL E. PRAY, STATE NORMAL SCHOOL, MILWAUKEE, WIS.

America is now and always has been obsessed to a very large degree with the idea that the "practical," always meaning whatever is connected with money-making, is the one thing that deserves the attention of the man of brains and energy. The ideal man to whom each community points as the one to be emulated by the young men is the man who is able to handle the largest business enterprises the most successfully.

For many years our educational institutions were not interfered with by the "practical" men because they did not believe that there was any relation between education and business efficiency, anyway, and since there was no money in education they paid little attention to it. When modern science began to attract attention as an educational movement, it could be shown that there is a direct relation between scientific instruction and making a living and in consequence the science departments at once gained the attention of business men, and because there was money in it, the science departments have secured all the money they have wanted for laboratories and equipment, or at least their demands have been satisfied first of all, while the other departments of school work have had to be content with what was left after the demands of science have been satisfied.

This has not been true because the results of scientific teaching have actually given students the ability to earn a living. The teachers of science have held that motive before the business man while they have cowered before the educational world's demand for mental discipline and have organized their courses to meet the ages' old requirement that school studies should be primarily for intellectual training.

Now comes industrial training which the school men are putting up before the practical men in answer to their demands that the schools turn their attention directly to the matter of showing boys and girls how to make a living. The whole thought of the school world is turned towards this one goal; the money, the energy, the political support that the superintendents need, all demand that they be focused for a term of years upon this one field, while the rest of the educational domain will receive incidental attention, only. I am well aware that this will not be true of higher education, but it is and will be most emphatically true of the public schools.

To all this movement towards trade schools, agricultural schools and hand work in the lower grades, I do not in any way take exception. I have written, spoken and argued in favor of them all, but I do wish to call the attention of this association most decidedly to the state of affairs and call upon its members to be alive to the situation. There are other things in the curriculum that demand attention besides science and industrial education. Our attention need be turned toward but one of these activities since there are others to look after the interests of the other lines of educational work.

What shall it profit this country of ours if it trains men and women to a high degree of economic efficiency and loses its ideals of patriotism and of self-government? A nation without traditions of which it is justly proud, without education in those traditions that it may fully understand them and profit by them, without a clear conception of the needs and ideals of the nation as a whole, is a nation without a soul and devoid of understanding. Such a nation we will

\* Read before the Mississippi Valley Historical Association at Bloomington, Ind., in May 1912.



become in an increasing degree if our schools are to be devoted mainly to training children in making a living. The logical result of the present "practical" tendency in education would be to relegate to the rubbish heap all subjects not primarily industrial with the exception of reading, writing and arithmetic which even the most practical business man can see are necessary.

In the past there has been time for political training through the direct experience of the individual citizen. Political problems have been simple and the people have gone on the principle that if each section looked out for its own interests the combination of interests would check each other in such a way that a general average of equitable legislation and enforcement of law would result. However this plan has worked in the past, it can no longer answer the needs of the country. Legislation has come to be a specialized calling and the enforcement of law and its interpretation have fallen into the hands of a distinct class. Conditions have become so complex that it is no longer possible for the average citizen to understand even the terminology of legislation to say nothing of the machinery of government and the complicated issues involved, without special study. Legislative bureaus are being established to frame laws and to advise legislators in the individual states and special bodies of trained men are being empowered to direct the action of these laws and apply them. At the same time the individual citizen has far less time to devote to his public duties than formerly and prominent men are frankly declaring that the people are not to be trusted with the direct settlement of governmental issues. The day of competition has arrived in America and we are beginning to experience the problems and difficulties that European writers have always prophesied we would meet as soon as our country was fully settled. The real test of our institutions is about to be applied and I am convinced that the time has come for a campaign for far more intensive study and a far more wide-spread knowledge of our institutions and their history by the masses of the people than has ever been true in the past.

This will necessitate not only much more comprehensive courses in the schools, public and private, but a systematic effort on the part of historical and political science societies and public-spirited citizens in general to educate the great masses of mature citizens who are through school, who have never been instructed in the ideals and history of our institutions, and who are in consequence, at the mercy of the scheming demagogue or the wily political boss, while through their ignorance and susceptibility the country is switched back and forth from one extreme to another with resulting unrest and dissatisfaction and our institutions are endangered.

While the demagogue and the boss are working night and day, the historical associations proceed calmly on their way in academic serenity, almost unconscious of the critical period through which we are passing, but fifty years from now when it is all settled one way or another, they will right gladly and with scientific carefulness and impartiality sift and weigh the evidence and inform posterity how it all happened.

I wish to propose a national federation of history teachers' associations with the distinct purpose of conducting a campaign for popularizing the study of American history and institutions among the people themselves; for improving the teaching of history in our public schools through creating a demand for better-trained teachers of history and government and a demand for more adequate courses in these subjects; for spreading at once the departmental system in all our public schools through at least the sixth, seventh, and eighth grades so that a well-prepared teacher of history may have an opportunity of developing his subject as it should be developed to obtain desirable results; for a campaign of enlightenment

that the people may know that the evils arising from ignorance of our experience as a nation in the past and of the working of our institutions may be even more overwhelming in the end than the lack of skilled workmen in the trades and that there is no reason why we should suffer from either disaster if we meet the situation with our best efforts; for unifying and stimulating the work of our local associations that programs may not be duplicated or repeated to too great an extent and for informing the weakest and slowest association of the work of the best that all may be stimulated.

There are many other direct problems that such an organization could and would undertake to solve, not all at once nor with the idea of making everything right in a fortnight, but as opportunity offered and as the interests and abilities of the organization developed.

We have now a national organ through which a national organization may act and extend the results of its work broadcast through the country, I refer to THE HISTORY TEACHER'S MAGAZINE. Never before has it been possible to bring our associations together by a common bond of information concerning the activities of the different history teachers' associations, and I believe that one of the activities of a national organization should be the active support of this magazine until every member of every history teachers' association in the country is a subscriber to it. THE HISTORY TEACHER'S MAGAZINE can only thrive through the support of every history teacher and the associations can never do their work effectively without such an organ as the MAGAZINE.

A committee was appointed by the History Teachers' Section of the American Historical Association at the Buffalo meeting to attempt a national organization of some sort or national co-operation, at least. Can not the purpose of this committee be best carried out by the appointment of a member from each association to represent the needs and ideas of each organization and co-operate with the central committee in suggesting programs for teachers' meetings and assist in getting the civic organizations of the cities to invite representative teachers of history and civics to address them on the need of more and better history and government instruction, incidentally instructing these same civic organizations, the members of which are always alive to any suggestion that is worth while.

I believe that never before were the people so alive to impressions concerning good government and good citizenship as now. If we come before them with a message they will hear us, if we are downright in earnest and we ourselves see clearly the benefits of a thorough understanding of American ideals of government and progress there can be no question but that our influence will be a material addition to those other influences that are shaping American life and thought.

### Frontispiece—The Renunciations of the 4th of August

By ERNEST F. HENDERSON, PH.D.

The 4th of August, 1789, is one of the great days of the French Revolution. On it the nobles voluntarily renounced all feudal rights that had to do with personal service and agreed to redeem all that had to do with property. The signal was given by the Vicomte de Noailles, who rose and made the above suggestion during a debate in the assembly on what measures should be taken to make the common people pay their just dues and taxes. A perfect wave of renunciation swept over the house. In a few hours more radical changes were effected than had taken place in centuries. The engraving, by Helman, that commemorates this occasion is interesting in several regards. It is from a painting by the king's own painter, Monnet. What is particularly important for the student to note is the general arrangement of the hall, with the tables of the president and his secretaries on one side and the speaker's desk on the other. The clergy are on the president's right, the nobility on his left and the commons or third estate opposite him. Under the columns vast galleries stretched back accommodating as many as 2,000 people.



# History in the Secondary School

## EXAMINATIONS

BY J. M. GAMBRILL, HEAD OF THE DEPARTMENT OF HISTORY AND CIVICS, BALTIMORE POLYTECHNIC INSTITUTE.

### Scope of the Subject

The subject of examinations involves a number of important educational and administrative problems. Should examinations be given at all? If so, how often? Should there be frequent brief period tests? How much relative weight should be given to the results of examinations in determining promotions? Very often the individual teacher has no control over the rules governing examinations, or at least nothing more than a single voice in determining the policy of the institution. These aspects of the question will in the main be ignored in this paper, it being assumed that examinations are to be held and that they have some part in determining the question of promotion, and that at least a few period tests from time to time are possible.

### General Purpose.

The soundest view of examinations regards them as a distinct educational process, precisely like the recitation or the review exercises. One of their purposes should always be the testing of the teacher's own work, and he himself should from time to time give examinations in which this purpose is the main one in view. Mainly, however, the examination should be one of the various means employed for the education of the student. Among important aims of the examination should be the following:

- (1) To require the student to organize the knowledge he has acquired; to place events and influences in their proper relations; to obtain perspective.
- (2) To test the ability of students to apply their knowledge.
- (3) To give training in discrimination; to emphasize essentials, and to develop a sense of relative values.
- (4) To set up goals of attainment; to focus knowledge and power upon definite points.

It must be evident that such exercises as this bear a most intimate relation to review work, as that term is defined and explained and illustrated by Dr. A. M. Wolfson in his article in the May number of *THE HISTORY TEACHER'S MAGAZINE*. It is clear that the review and the examination are complementary; that they are indeed parts of the same general exercise. Where the older type of review, so vigorously denounced by Dr. Wolfson, prevailed, there was merely a more hurried and superficial study of the same mass of unconnected detail. In the older type of examination questions, there was a haphazard selection from those same unrelated details. Various books purporting to furnish "ONE THOUSAND AND ONE QUESTIONS" were available, and the making of examination papers often proceeded on much the same plan as the drawing of a jury. The result, of course, was to place a premium on cramming, and to produce many of those faults complained of by writers on the general subject of education. On such a plan the most thoughtful student with the soundest understanding and mastery, might make a very poor showing, while the student with an uncomprehending mechanical memory, would outshine some of the best. Injury to health and other evils complained of might readily result from the pursuit of this same false ideal.

But where a teacher seeks something more than mere memorizing of detail, where he works for intelligent organization, for the ability to apply what has been learned, and for a sound understanding of the relative importance of events and influences—where these are the results tested—the terrors of the examination will mainly affect that class of students who prefer not to think.

### General Principles.

Even with the observance of the ideas set forth in the foregoing paragraphs, the character of the examination must still differ somewhat according to circumstances. It will be a fatal mistake to indulge a contempt for detail which may lead to careless and inaccurate habits of daily work, for this would defeat the larger purpose which we have set up as the really worthy goal. This mass of detail, however, can be most thoroughly mastered

through the daily recitation and brief period tests, given at tolerably frequent intervals. At somewhat longer intervals the tests will throw the emphasis on those separate matters which are of the greatest relative importance, and on organizing and making applications within a limited section of the field. As the period covered by the examination lengthens, the character of the questions should become somewhat more general. Probably there should always be a place, even in an examination covering an entire year's work, for testing on separate events of very important character, since this will require the student to make an effort to keep those matters in mind; but it is a safe general rule that examinations of different character should be given for longer and shorter periods, with the idea of testing diverse results.

The questions should be wisely framed.

- (1) The first essential is that every question be absolutely clear and explicit, with no ambiguity or anything intended to be a "catch," but it should be remembered that a question requiring discrimination and accurate thinking is not a "catch" question.
- (2) It should be remembered that specific facts and details may be tested incidentally in questions that primarily call for organization or applications of knowledge. This is sometimes the most effective way to test matters of fact, because it tends to bring out the really essential phases of the subject.
- (3) There should be considerable variety in the kind of questions asked. For instance, some will require the tracing of a development, such as the growth of cabinet government in England, or the course of party history in the United States during a specified period. Others may call for an argument or demonstration which will incidentally test thoroughly the understanding of a period or group of facts. For example, we might ask for a number of incidents to show that the British Colonial Administration possessed a very inadequate knowledge of American geography. We might ask whether Roger Williams was persecuted on religious or civil grounds, and an intelligent answer with evidence would necessarily bring out some vital facts about conditions in early colonial Massachusetts.
- (4) Questions should be as concrete as possible. There is always danger of making them too abstract or too broadly general.
- (5) There should usually be some choice among questions for the student under examination to answer, and the best plan for this seems to be a system of grouping. An examination in English history, for example, might include groups dealing respectively with the geographical basis of the history, with political and constitutional development, with economic and industrial changes, with social progress, etc.

It has been assumed in these suggestions that the purpose of the review and examination exercises is educational. If it is simply an arbitrary business with no other aim than to "pass" the students or to get them admitted to college, then no discussion of the matter from the educational point of view is necessary. But a mere drill of this sort, unaccompanied by an intelligent effort to get all out of the subject for the students which its possibilities afford is at best a dull and profitless undertaking.

### REFERENCES.

There is almost nothing to be had dealing explicitly with this subject from the particular point of view of the history teacher. The following are general discussions of tests and examinations, and contain much that is suggestive and valuable:

- Bagley: *Classroom Management*, pp. 242-249.  
Bagley: *The Educative Process*, ch. xxii.  
Chancellor: *Class Teaching and Management*, pp. 58-63.  
Dutton: *School Management*, ch. xiv.  
Strayer: *A Brief Course in the Teaching Process*, ch. ix.  
Hallister: *High School Administration*, ch. xii.  
Thorndike: *Principles of Teaching*, ch. xvi.

## Examination Questions in History

Set by the College Entrance Examination Board in June, 1911.

### HISTORY A—ANCIENT HISTORY.

TUESDAY

1.30-3.30 p.m.

Important dates should be given wherever the nature of the question admits of doing so.

Make all your answers as complete and accurate as possible.

Wherever you can reasonably do so, make use of what you have learned from your reading outside the text-book.

GROUP I. (Answer one question.)

1. (a) Show that Persia was not a barbarous nation at the time it threatened the destruction of Greece. (b) By what means did Greek civilization afterwards penetrate Persia?
2. Describe: (a) the ancient Olympic games; (b) the influence of the Greek games in general.

GROUP II. (Answer two questions.)

3. Describe the classes of people, the government, and the mode of life of the Spartans.
4. (a) Describe the Delphic oracle and its influence. (b) Name an occasion when the Delphic oracle was invoked by the Greeks to meet national danger.
5. Give an account of the rule of the Pisistratidae in Athens, and show how it prepared the way for the later democracy.

GROUP III. (Answer one question.)

6. Show that you have a clear idea of five of the following subjects: Confederacy of Delos; Latin colonies and their rights; ostracism; Parthenon frieze; Pyrrhic victory; Achaean League.
7. Of the following, choose five and state for what each is noted: Phidias; Plato; Thucydides; Pliny the Elder; Virgil; Tacitus; Marcus Aurelius.

GROUP IV. (Answer two questions.)

8. Describe Cicero's work (a) as a writer, (b) as a statesman.
9. Describe Augustus' career and character. What changes in government were introduced by Augustus?
10. What book or books have you used on the social life of the Greeks or the Romans? Write a description of one of the following: Roman slavery; Roman religion; Roman houses.

GROUP V. (Answer one question.)

11. Describe the various ways by which the following peoples recorded their achievements: (a) the Egyptians; (b) the Assyrians.
12. Give a brief account of the reign of the emperor Justinian. What part of his work has proved of permanent value?
13. On Map 46 indicate as accurately as possible (a) the scene of the ancient Olympic games; (b) the capital of the Eastern Roman Empire; (c) the route of Hannibal's campaign in the second Punic war, marking three battle-fields.
14. On map 51 indicate as accurately as possible the route of Alexander's campaign in the East, marking five places on his line of march.

### HISTORY B—MEDIEVAL AND MODERN HISTORY.

MONDAY.

1.30-3.30 p.m.

GROUP I. (Answer one question.)

1. Describe some of the civil functions discharged by the Christian Church during the middle ages which are now performed by the state.
2. Explain the main points in dispute between Henry IV and Gregory VII in the conflict over Investiture. What were the terms of the settlement of the conflict in Germany?

GROUP II. (Answer two questions.)

3. Write a careful account of either (a) St. Francis of Assisi, or (b) St. Bernard of Clairvaux.
4. Why was war the usual condition of feudal society? What political and industrial forces worked for the overthrow of the feudal state?

5. Describe the work and influence of Petrarch. When did he live?

GROUP III. (Answer two questions.)

6. (a) Name a standard work on the Holy Roman Empire. (b) When and under what circumstances did that empire fall? (c) Give the names of three of its emperors before 1250.
7. (a) Describe the work of Erasmus. (b) In what ways did he influence the Reformation?

8. Describe the revolt of the Netherlands, giving its causes, progress, and importance. When was the independence of the United Netherlands formally recognized?

GROUP IV. (Answer two questions.)

9. Give the terms of the Treaty of Utrecht and show why it was so important. Give the date.
10. Why should Frederick II of Prussia be called the Great? Name one famous Englishman and one famous American who were his contemporaries.
11. Give an account of the establishment of the present French Republic.

GROUP V. (Answer one question.)

12. On map 45 indicate as accurately as possible: (a) two Italian cities where the revival of learning was especially brilliant; (b) three important university centers in Europe during the fifteenth century; (c) five important trading cities in Europe (outside of Italy), before the discovery of the new world.
13. On map 45 indicate as accurately as possible: (a) the boundary of modern Germany; (b) the capitals of four of the most important European states of to-day; (c) one battle field where Napoleon was victorious (marking it V), and one where he was defeated (marking it D).

### HISTORY C—ENGLISH HISTORY.

TUESDAY.

1.30-3.30 p.m.

GROUP I. (Answer one question.)

1. What evidences of Roman occupation of Britain remain to-day? When and why were the Roman legions withdrawn from Britain, and in what condition was the country left?
2. Give a brief account of the labors of the Celtic missionaries among the Anglo-Saxons.

GROUP II. (Answer two questions.)

3. Explain five of the following terms: Danegeld, scutage, knight's fee, interdict, the Pale, Domesday Book.
4. Describe the life in the towns of England in either (a) the thirteenth century, or (b) the fourteenth century.
5. Name and describe two laws passed in the reign of Edward I.

GROUP III. (Answer two questions.)

6. What were the results of the Hundred Years' War (a) for England, (b) for France?
7. What were the difficulties at home and abroad confronting Elizabeth at her accession?
8. What were the causes of the Puritan emigration to America? Indicate the time of the emigration as definitely as you can.

GROUP IV. (Answer two questions.)

9. When and upon what terms did Ireland become a part of the United Kingdom?
10. Name three men who contributed to the building of the British colonial Empire and state the services of each.
11. Give an account of one of the following and name some outside reading which you have done on the subject: (a) John Wesley and the rise of Methodism; (b) Burke's attitude toward the American Revolution; (c) the Corn Laws and their repeal.

GROUP V. (Answer one question.)

12. On map 43 indicate as accurately as possible: (a) two important towns of Roman Britain; (b) three towns or cities of Great Britain of industrial importance to-day, stating on the margin of the map the industrial activity of each.
13. On map 43 indicate as accurately as possible: (a) five seaports of present importance in the United Kingdom; (b) Calais, Canterbury, Isle of Wight.

### HISTORY D—AMERICAN HISTORY.

MONDAY.

1.30-3.30 p.m.

GROUP I. (Answer two questions.)

1. (a) Describe the character of the Elizabethan seamen, giving definite examples to illustrate your statements. (b) Mention some outside reading you have done on the subject.
2. Give the reasons for the early failure at Jamestown and for the more favorable progress of the settlement at Boston.
3. State the basis of the claim of each of the following European nations to lands in North America in the seventeenth century: England; France; Spain; Holland.

GROUP II. (Answer one question.)

4. Describe the life of a Virginia planter in the eighteenth century.
5. Give a sketch of Franklin's training, indicate the kinds of political service he performed, and tell of any other way in which he was useful to his fellow-countrymen.

GROUP III. (Answer three questions.)

6. (a) State the terms of the "Monroe Doctrine" as contained in President Monroe's message of 1823. (b) What was President Cleveland's application of the doctrine in 1895?
7. Contrast the conduct of President Jackson in dealing with nullification with that of President Buchanan in the crisis of 1860-61.
8. Contrast President Lincoln's plan of reconstruction with the plan decided upon by Congress in 1867.
9. (a) What were the economic consequences of the invention of the cotton gin? (b) What were the political consequences of the discovery of gold in California?

GROUP IV. (Answer one question.)

10. Describe the town meeting in early New England and contrast it with local government in Virginia in the seventeenth century.
11. What are the provisions of the Constitution relating to (a) the election of members of the House of Representatives, (b) the election of United States Senators?

(Continued on page 132.)



# Bibliography of History and Civics

PREPARED BY A COMMITTEE OF THE MISSISSIPPI VALLEY HISTORICAL ASSOCIATION, WAYLAND J. CHASE, THE UNIVERSITY OF WISCONSIN, CHAIRMAN.

BARRY, WILLIAM. The Papacy and Modern Times. The Home University Library. New York, Henry Holt & Co. Pp. ix, 256. 50c.

The author of this volume states that his purpose is "to explain how it is that the twentieth of September, 1870, when he saw the Italian army enter Rome, forms a landmark in the history of Western Europe and, by consequence, in the development of modern society on both sides of the Atlantic." It is advertised as "the story of the rise and fall of the temporal power"; it is actually a brief history of the papacy with occasional illuminating characterizations of great men and their policies, but for the most part too limited in extent to be very interesting to the general reader. Certain chapters will be interesting to readers who have the main facts well in mind; but it is very doubtful if the high school student would find the book much more than a catalogue of names. The author's treatment of the abuses in the latter medieval Church is fair—he admits and deplores their existence as do most Catholic scholars of to-day; but it is extremely difficult for him to find anything to criticize in the methods of the Jesuits, and he asserts that the establishment of a permanent dictator over the Church by the declaration of papal infallibility in 1870 was a necessary step against anti-social and anti-Christian movements. He shows clearly that modern tendencies are wholly against the old national churches with special rights and privileges such as the old Gallican liberties of the French Church, but he seems to see nothing but good in this erection of a theocratic despotism in their stead.

The book may be useful to some history teachers, but it is not at all adapted for high school students' reading.

Clarence Perkins.

McGIFFERT, ARTHUR CUSHMAN. Martin Luther, The Man and His Work. New York: The Century Co. Pp. 397. \$3.00.

Professor McGiffert's biography of Luther which attracted favorable comment when published in serial form in the "Century Magazine" has now been issued in one volume and promises to become the standard popular life of the great leader of the Reformation. The author does not append all the apparatus of critical scholarship in the form of numerous footnotes and a critical bibliography of authorities, but it is evident that he has consulted the sources and given us a reasonably accurate account of Luther's career. The great virtues of the book, however, are its attractive literary style and the clearness with which the salient features are made to stand out before the average reader. The hero of the book is made to speak for himself in frequent extracts from letters and pamphlets, and his human characteristics so full of contradictions are charmingly portrayed. The excellent illustrations are mainly copies of contemporary paintings and are very numerous. The volume is eminently readable and interesting throughout and will be useful to teachers and for special reports by high school students where time permits. Probably it will be too long for regular assigned readings to be done by a whole class.

Clarence Perkins.

RICHARD, ERNST. History of German Civilization. A General Survey. New York, The Macmillan Co. Pp. x, 545. \$2.00.

This book is an account of the development of German civilization from the earliest times to the year 1911. The author has very properly subordinated the narrative side of German history and throughout has constantly emphasized the characteristic traits of the German people: first, their strong individualism; secondly, their intense love of music; thirdly, their persevering, self-denying search for truth, a search so persistent, thorough, and methodical as to distinguish the German investigator above all others. He has done his work well, and the reader will lay the book down with a heightened appreciation of German contributions to world civilization.

Notwithstanding this general excellence, it seems inexcusable for a modern historian writing primarily for American readers to use such spelling as "Odowaker" for "Odoacer," "Langobards" for "Lombards," "Chlodowech" for "Clovis," etc. On p. 362 the date of the union of Hanover and England should be 1714, instead of 1734. Exception will certainly be taken by many to some of the author's statements; e. g., that the lives of Schiller and Goethe, "as well as their works introduce us to the ideal man" (p. 428); that without the help of the great capitalists "the Catholic Church would not have been reestablished in Southern Germany" (p.

249); that the conflict between Frederick Barbarossa and the Pope "ended with Frederick's victory" (p. 185). The book as a whole, however, is decidedly worth while, and, although unsuited for high school pupils, it will amply repay careful reading by more advanced students of history.

Howard C. Hill.

FOWLER, W. WARDE. The Religious Experience of the Roman People. New York, The Macmillan Co. Pp. 522. \$4.00.

The author divides the whole story of Roman religious experience into two parts: first, that of the development of the highly-formalized religious system of early Rome; secondly, that of the gradual discovery of the inadequacy of this lifeless formalism and of the grafting of an ever-increasing number of foreign rites and deities on to the state religion. The term "Religious Experience" is chosen because the religion of the Romans cannot be detached from their history. Therefore, in these lectures the subject is kept in continual touch with the history and development of the Roman state. The origin of the religion is sought in Roman life, both public and private. Indeed, at one time, far back in the simple, primitive life of agriculture and war for self-defence, it must have expressed the needs and aspirations of the people. That Roman religion sprang from the same root as Roman law "the one great contribution of the Roman genius" to the world, is ably demonstrated.

The second half of the book begins with the foreign conquests and contact with Greek philosophy. Here are traced the changes that occurred when with their faith, completely paralyzed and destitute of religious consolation, the Romans lost their greatest virtue,—their sense of duty to the family and state. The introduction of new deities, new cults, and new rites follows. There are some very interesting chapters on Greek philosophy, mysticism, the religious feeling in Virgil, and the Augustan revival of ceremonies. The final chapter brings the subject into touch with Christianity, showing the contribution of Rome to the formation of the Christian religion. The thoroughness, scholarship, and constructive ability which make this work a great contribution to history will be appreciated by all teachers of Roman history, while the fine chapter on Virgil will be found especially interesting and suggestive to Latin teachers.

Victoria A. Adams.

INNES, ARTHUR D. A General Sketch of Political History from the Earliest Times. New York, The Macmillan Co. Pp. vii, 419. \$1.50.

The declared purpose of the book is to give a conception of the unity of history as a whole through the presentation of "a ground plan of general history," and its scope and content may be inferred from these headings of the nine books into which it is divided, from two to five chapters constituting each book; "Early Peoples and Empires," to 500 B.C.; "The Glory of Greece and the Rise of Rome," to 200 B.C.; "The Roman Dominion," to 476 A.D.; "The Early Middle Ages," to 1080 A.D.; "The Later Middle Ages," to 1470 A.D.; "The Age of Hapsburg Ascendancy," to 1660; "The Bourbon Age," to 1789; "The European Convulsion," to 1815; "The Modern Nations." Following each book come several pages of auxiliary material consisting of lists of guiding dates and leading names, and a group of explanatory notes. Seven serviceable maps in black and white strengthen the equipment. The author, an experienced maker of books dealing with history, has successfully avoided superabundance of detail and a clear, succinct yet comprehensive conspectus is the result. Its value would seem to be much more for the general reader than for the high school student.

Wayland J. Chase.

THE CAMBRIDGE MEDIEVAL HISTORY. Planned by J. B. Bury. Edited by H. M. Gwatkin and J. P. Whitney. Volume I. The Christian Roman Empire and the Foundation of the Teutonic Kingdoms. New York, The Macmillan Co., Pp. xxii, 754. \$5.00.

This work is planned by Professor Bury on much the same lines as the Cambridge Modern History and according to the general preface, the eight volumes "are intended to cover the entire field of European medieval history, so that in every chapter a specialist sums up recent research upon the subject."

This first volume treats of the two centuries beginning with Constantine and stopping a little short of Justinian. The authors very wisely do not restrict themselves to matters coming only



within the period indicated, but constantly trace the growth of many medieval elements from ancient civilization, and, also, point out the continuance of certain characteristics of ancient times as late as they appear.

After the treatment of the work of Constantine and his immediate successors, there comes an able discussion of the growth of Christianity and the organization of the church, followed by an account of the Germanic migrations. An interesting and much-needed description of the nomads of Asia serves as an excellent background for the subsequent treatment of the Huns, Turks and other Asiatic hordes who time after time ravaged Europe during the Middle Ages. The foundation of the various Teutonic kingdoms, the last struggles of the Roman Empire in the West, and the history of the Eastern provinces down to the sixth century are described in a series of valuable chapters. The volume concludes with illuminating accounts of the rise of monasticism, the social and economic conditions of the dying Roman Empire, the literature and philosophy of the time, and the development of early history. The work shares the advantages and defects of all similarly constructed histories. Twenty different authors have contributed to this first volume. As an inevitable result there is throughout the book a certain lack of unity and coherence and some needless repetition.

While there are many very interesting and well-written passages in the volume, the style as a whole is somewhat dry and tedious, and the subject matter for the most part is treated in an encyclopaedic rather than literary manner.

But the work deserves great praise. There is nothing in English quite like it. It is worthy of a place on the shelves of all students of the Middle Ages and will be found helpful as a reference work in any library. An excellent bibliography and a superior series of maps accompany the volume.

Howard C. Hill.

MYERS, J. L. *The Dawn of History*. New York. Henry Holt & Co. Pp. 256-500. 50c.

This is one of the Home University Library Series written by the Wykeham Professor of Ancient History at Oxford, who is well-known to scholars by his extensive anthropological and archaeological researches.

It is a clear, concise summary of the beginnings of history, and will prove a valuable help to teachers who begin the Ancient History course with an introductory survey of Oriental Civilization. The chapters on Egypt, Babylonia and the Eastern Mediterranean are especially good, and the geographical and industrial conditions are well described. The author has carried out successfully the object which he states in the introduction "to answer the question, how, when and where, each of the peoples whose doings have most affected the course of human history made its first historical appearance; and also, as far as we can, the reason why they made their appearance in this particular way."

Victoria A. Adams.

FERRERO, GUGLIELMO. *Characters and Events of Roman History*. New York, G. P. Putnam's Sons. Pp. 264. \$1.50.

This is a reprint in the new student's edition of the much-talked-of lectures delivered at the Lowell Institute in November and December, 1908. The lectures have the following titles: "Corruption in Ancient Rome and Its Counterpart in Modern History"; "The History and Legend of Antony and Cleopatra"; "The Development of Gaul"; "Nero"; "Julia and Tiberius"; "Wine in Roman History"; "Social Development of the Roman Empire"; "Roman History in Modern Education."

So much has been said of Ferrero's merits and demerits in previous reviews of his works that it would be mere repetition even to mention them. We can, however, say with assurance that the book has a place in a high school library, where it cannot but have a stimulating effect.

Victoria A. Adams.

TARBELL, IDA M. *The Tariff in Our Times*. New York, The Macmillan Co. Pp. x, 375. \$1.00.

This book is a review and commentary on the tariff legislation in the United States in the last fifty years. The larger part of the material had appeared before in the pages of "The American Magazine." The thesis of the book is that the popular will has been defeated repeatedly by the various tariff measures. The various tariff bills are considered in their order in a very informing way and in a way not very complimentary to their framers. "Rates," says Miss Tarbell, "are fixed with no more relation to the doctrine of protection than they have to the law of the precession of the equinoxes." The book is well written, and will be

found valuable and suggestive even though the reader sometimes dissents.

Thomas F. Moran.

HOLLIDAY, CARL. *The Wit and Humor of Colonial Days, 1607-1800*. Philadelphia, The J. B. Lippincott Co. Pp. 320. \$1.50.

"Early Colonial Humor," "The Humor of the Revolution," "The Humor of the Republic," and "The Humor of the Colonial Stage" are the headings of the four divisions of this volume. It must be confessed that some of this humor is hard to recognize, and it is clear that many generations were required to develop the power to make this characteristic American product. By the time of the Revolution evidence is at hand in the shrewdness of Benjamin Franklin's wit and the favor accorded to his Poor Richard's Almanac that the power to produce and appreciate humor had advanced far, and the author makes it plain that the Revolutionary War was fought effectively with words as well as with more material weapons. Sarcasm, satire and ridicule in both prose and verse were hurled by tory at patriot and back again, and the British generals came in for their full share of attacks in jingles that found much popular acceptance. Some teachers will find in this book matters of interest, but it is not adapted to the history library of the high school, for the aggregate of material that will serve the needs of the pupils is not large.

Wayland J. Chase.

The University of Wisconsin.

ROBINSON, JAMES HARVEY. *The New History: Essays Illustrating the Modern Historical Outlook*. New York, The Macmillan Co. Pp. vi, 266. \$1.50.

This volume of collected essays is primarily devoted to a survey of the changes which have taken place or will take place in historical writing and teaching because of the development of natural science and of democracy. The author displays a remarkable range of historical knowledge, drawing his illustrations from virtually the whole field of recorded history. The discussions of the "Fall of Rome," of the "Principles of 1789," of the so-called Renaissance, and of very many other historical themes are most stimulating, and few are the teachers of history who would not profit from a number of them.

The main purpose of the essays is, however, hortatory and prophetic. The author wears, with apparent comfort and with breezy grace, the old-fashioned mantle of the philosophy of history, recut and trimmed according to the suggestions of anthropology, social and animal psychology, evolution, and positivism. We fear that Bury ("Ancient Greek Historians," p. 256) would find unhistorically-minded the author's emphatic assertion that man has recently seen that he has progressed (p. 251), that William James ("Varieties of Religious Experience") would demur at the omission of religion as an element in human happiness, that many historians of the Protestant Reformation (e. g., McGiffert, "Martin Luther," p. 383) would deny the intellectual identity of Protestantism and Catholicism "in nine parts out of ten" (p. 117), and that Bernheim ("Lehrbuch," Kap. I, Abt. 4, *et passim*) would be pained at the statement that the historian "esteems the events he finds recorded . . . for the light that they cast on the normal and generally prevalent conditions which gave rise to them" (p. 52). But we are in error if these, and many other general observations, do not bring cheer to many a sociologist.

George C. Sellery.

The University of Wisconsin.

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- Turner, Edward R. *The Negro in Pennsylvania, 1639-1861.* Washington, D. C.: American Historical Association. 314 pp. (40 pp. bibl.). \$1.50.
- United States History. *United States Public Documents Relating to Political, Military and Biographical History, etc.* For sale by the Superintendent of Documents. Washington, D. C.: Government Printing Office. 133 pp.
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- Vila, Vicente. *Diary of. The Portola Expedition of 1769-1770.* Ed. by R. S. Rose. Berkeley, Cal.: University of California: 119 pp. 75c.
- Volk, Ernest. *The Archaeology of the Delaware Valley.* Cambridge, Mass.: Museum. 258 pp. (4 pp. bibl.). \$3.00.
- Waterhouse, Benjamin, M.D. *Journal of a Young Man of Massachusetts, Late a Surgeon on an American Privateer, Boston, 1816.* New York: W. Abbott. 272 pp. \$4.25. Sold only to "Magazine of History" subscribers.
- Wiley, R. Taylor. *The Whiskey Insurrection.* Elizabeth, Pa.: Herald Printing House. 59 pp. 50c.
- Willits, I. Pearson, and Clark, Roy G. S. *The Pennepack in Lower Dublin Township.* Philadelphia: City Historical Society. 241-264 pp. 25c. To members only.
- Worden, J. L., and others. *The "Monitor" and the "Merrimac"; both sides of the story.* New York: Harper. 72 pp. 50c. net.

**Ancient History.**

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- May, Sir Thomas E. *Constitutional History of England Since the Accession of George III.* In 3 vols. New York: Longmans. Vols. 1-2, \$4.50 net (not sold separately); vol. 3, \$3.50.
- Pollard, A. F. *History of England.* New York: Holt. 256 pp. 50c. net.
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- Smith, Vincent A. *Oxford History of England for Indian Students.* New York: Oxford University. 383 pp. 75c. net.
- Ward, Adolphus W., and Waller, Alfred R., ed. *Cambridge History of English Literature.* In 14 vols. Vol. 8, *The Age of Dryden.* New York: Putnam. 576 pp. (94 pp. bibl.). \$2.50 net.

**European History.**

- Bax, Ernest Belfore. *The Last Episode of the French Revolution.*



- [Gracchus Babeuf and the Conspiracy of the Equals.] Boston: Small, Maynard. 271 pp. \$1.50 net.
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- Isidorus, Bishop of Seville. Isidori Hispalensis Episcopi Etymologiarum sive Originum Libri 20 [etc.]. In 2 vols. Ed. by W. M. Lindsay. New York: Oxford University. Ea. \$2.50 net.

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- American Statesman's Year Book. Ed. by J. W. McSpadden. New York: P. T. Collier. 1152 pp.
- Ashley, Percy. Modern Tariff History: Germany, France, and the United States. New York: Dutton. 448 pp. \$3.00 net.
- Braithwaite, William C. The Beginnings of Quakerism. New York: Macmillan. 562 pp. \$4.00 net.
- Catholic, (the) Encyclopedia. In 15 vols. Vol. 13. New York: R. Appleton Co. 800 pp. \$6.00.
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- Robinson, James Harvey. The New History. New York: Macmillan. 266 pp. \$1.50 net.
- Savage, Ernest A. Old English Libraries. [A study of bibliography during the M. A.] Chicago: McClurg. 298 pp. (4½ pp. bibl.). \$2.00 net.
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- Walter, Frank K. Abbreviations and Technical Terms Used in Book Catalogues and Bibliographies. Boston: Boston Bank Company. 167 pp. \$1.35 net.
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- Doughty, Katharine F. The Betts of Wortham in Suffolk. 1480-1905. New York: J. Lane. 336 pp. \$5.00 net.
- Brantôme, Pierre de Bourdeille, and Charles A. Sainte-Beuve. Illustrations Dames of the Court of the Valois Kings. New York: Lamb Publishing Co. 308 pp. \$3.50.
- Butler, Sir William F. Sir William Butler; An Autobiography. New York: Scribner. 476 pp. \$4.00 net.
- Castellane, Antoine, Marquis de. Men and Things of My Time. Chicago: McClurg. 196 pp. \$1.75 net.
- Bailey, H. C. The Lonely Queen. [Elizabeth, 1545-1588.] New York: Doran. 342 pp. \$1.20 net.
- Riker, Thad. W. Henry Fox, First Lord Holland. In 2 vols. New York: Oxford University. 438, 419 pp. \$6.75 net.
- Croly, Herbert. Marcus Alonzo Hanna. New York: Macmillan. 495 pp. \$2.50 net.
- Biron, Armand L. de G., Duc de Lauzun. Memoirs of the Duc de Lauzun, 1747-1783. New York: Sturgis & Walton. 364 pp. \$1.50 net.

- Bradford, Gamaliel, Jr. Lee, the American. Boston: Houghton, Mifflin. 324 pp. \$2.50 net.
- Snider, Denton J. Lincoln and Ann Rutledge. St. Louis: Sigma Publishing Co. 350 pp. \$1.50.
- Stephens, Winifred. Margaret of France, Duchess of Savoy, 1523-74. New York: J. Lane. 371 pp. (7½ pp. bibl.). \$4.00 net.
- King, Mrs. Hamilton. Letters and Recollections of Mazzini. New York: Longmans. 140 pp. \$1.60 net.
- Sichel, Edith. The Later Years of Catharine de Medici. New ed. New York: Dutton. 446 pp. \$2.00 net.
- Morris, Charles. The Blue Book of Biography. (Rev. ed.) Philadelphia: Winston, 607 pp. 75c.
- Ward, Wilfrid P. The Life of John Henry, Cardinal Newman; Based on His Private Journals and Correspondence. In 2 vols. New York: Longmans. 654, 627 pp. \$9.00 net.
- Riis, Jacob A. Theodore Roosevelt, the Citizen. New York: Macmillan. 471 pp. (7½ pp. bibl.). 50c. net.
- Sichel, Edith. Men and Women of the French Renaissance. New ed. New York: Dutton. \$2.00 net.
- Hosford, Hester E. Woodrow Wilson and New Jersey Made Over. New York: Knickerbocker Press. 152 pp. \$1.00.

#### Government and Politics.

- Alden, Percy. Democratic England. New York: Macmillan. 271 pp. \$1.50 net.
- Bartlett, William H. Handy Book of American Government. New York: Crowell. 158 pp. 50c.
- Bourne, Jonathan, Jr. Initiative, Referendum and Recall. Washington, D. C. Government Printing Office. 12 pp.
- Bowker, R. R. Copyright, Its History and Its Law. Boston: Houghton, Mifflin. \$5.00 net.
- Brown, Demarchus C. The Government of Indiana. New York: Scribner. 79 pp. 50c.
- Butler, Nicholas Murray. Why Should We Change Our Form of Government. New York: Scribner. 159 pp. 75c. net.
- Debs, E. V., and Russell, C. E. Danger Ahead for the Socialist Party. Chicago: C. H. Kerr & Co. 31 pp. 5c.
- Guthridge, Walker. Our State and Nation. (Civics for Iowa Schools.) Chicago: W. M. Welch Co. 161+54 pp. 75c.
- Hayden, Ralston. Topical Reading List on the Political and Constitutional History of the United States for the Use of Students in . . . the University of Michigan. Ann Arbor, Mich.: G. Wahr. 151 pp. 60c.
- Illinois. Students' Manual of the Constitution. Chicago: Legal News Co. \$1.50.
- Kawakami, Kiyoshi K. American-Japanese Relations. New York and Chicago: Revell. 370 pp. \$2.00 net.
- Knox, Philander C. The Pending Arbitration Treaties. Washington, D. C. Government Printing Office. 12 pp.
- Levine, Louis. The Labor Movement in France; a Study in Revolutionary Syndicalism. New York: Longmans. 212 pp. \$1.50.
- McQuillan, Eugene. Municipal Corporations. In 6 vols. Vols. 5 and 6. Chicago: Callaghan. Ea. \$6.50.
- Magruder, Frank A. Recent Administration in Virginia. Baltimore: Johns Hopkins Press. 204 pp. \$1.25.
- Morrill, Donald L. A Students' Manual of the Constitution of Illinois. Chicago: The author. 208 pp. \$1.50.
- O'Neal, Emmet. Representative Government and the Common Law. Washington, D. C. Government Printing Office. 12 pp.
- Oppenheim, Lassa, F. L. International Law; a Treatise. Vol. I. Peace. New York: Longmans. 647 pp. \$6.00 net.
- Pollock, Sir Frederick. The Genius of the Common Law. New York: Lemcke & Buechner. 141 pp. \$1.50 net.
- Rose, Clinton E. Civil Government of Idaho. Boise, Idaho. Synes-York Co. 151 pp. 60c.
- Schwinn, E., and Stevenson, W. W. Civil Government. Philadelphia: Lippincott. 375 pp. \$1.00 net.
- Texas. Constitution, with all amendments to date, 1911. Austin, Tex.: Gammel's Book Store. 25c.
- Watson, D. K. Constitution of the United States; instruction paper. In 3 vols. Chicago: American School of Correspondence. \$1.50.
- Wright, Richard R., Jr. The Negro Problem. Philadelphia: A. M. E. Book Concern. 47 pp. 25c.

### College Entrance Examinations

(Continued from page 128.)

#### GROUP V. (Answer one question.)

12. On map 32 indicate as accurately as possible: (a) the boundaries of the United States at the close of the War for Independence; (b) the territory "dedicated to freedom" by the legislation of 1820.
13. On map 32 indicate as accurately as possible: (a) the Louisiana purchase; (b) the states formed out of the Oregon territory; (c) the border states which did not secede from the Union.



## Reports From the Historical Field

W. H. CUSHING, Editor.

The annual report of The North Central History Teachers' Association dealing with the annual meeting in May, 1911, has recently been mailed to members. The report contains record of the fact that the Association had affiliated with the Mississippi Valley Historical Association as the teachers' section of that body. The report contains a paper by L. A. Foulwider upon "High School Texts and Equipment in History;" a paper by Wm. O. Lynch upon "What should a High School Course in Civil Government Comprise?" and a brief paper by Professor M. N. Trenholme upon "The Preparation for the High School Teacher of History."

The Mississippi Association of History Teachers met at Gulfport, on Friday, May 3, under the presidency of Mr. R. George Smith. The program included "The Purpose of History Teaching," by H. M. Ivy, of Yazoo City; "The Aim of Teaching Civics," by R. P. Linfield, of Biloxi; "The Recitation in History," by J. H. Colkin, of Pittsburg; "The Correlation of History and Government," by L. A. Smith, of Pascagoula; "How to Teach the Adopted Text in United States History," by Professor F. L. Riley, of The University of Mississippi and "The Use of the Library in Teaching History," by G. F. Boyd, of Kosciusko.

The Russell Sage Foundation of New York has published a pamphlet entitled "Suggestions for Celebrations of the Fourth of July by Means of Pageantry," written by Wm. Chauncey Langdon, who composed and directed the Thetford, Vt., Pageant in 1911. Arthur Farwell contributes an article upon "The musical possibilities of such celebrations."

### MISSISSIPPI VALLEY ASSOCIATION.

The fifth annual meeting of The Mississippi Valley Historical Association was held at Indiana University, Bloomington, Ind., on May 23, 24, and 25. The Thursday afternoon meeting was devoted to a study of anti-slavery movement in the Northwest, with papers by Professor H. N. Sherwood of the University of Cincinnati, Professor Harlow Lindley of Earlham College, Professor F. Geiser of Oberlin College, and the Hon. D. W. Howe of Indianapolis. The president's address was delivered on Thursday evening by Professor Andrew C. McLaughlin, of the University of Chicago. It dealt with the subject "The Supreme Court and Unconstitutional Legislation—Historical Origins." On Friday there was a joint meeting of the Teachers' Section of The Mississippi Valley Association with the History Section of the Indiana State History Teachers' Association, the chairman being Professor Edward C. Page of the State Normal School at De Kalb, Ill. Miss Herriott Clare Palmer of Franklin College spoke upon the "Freedom of Teaching in History." Mr. Charles Alexander McMurtry, Superintendent of Schools, De Kalb, Ill., dealt with the subject, "Teaching History by Type Studies." Another joint meeting of the two history teachers' sections was held on Saturday morning, when Mr. Joseph R. H. Moore of the Manual Training High School, Indianapolis, discussed "The Art of Presentation in Teaching History." Mr. Carl E. Pray presented "A Proposal for the Federation of History Teachers' Associations" and Professor Frederic L. Paxson of the University of Wisconsin presented a report of the committee on the certification of high school teachers of history. At the joint meeting on Friday evening, a number of special papers were presented, including one by Professor Orin Grant Libby of the University of N. Dakota upon "Our New Northwest," by Mr. John R. Swanton of Washington, D. C., on "De Sota's Line of March from the Viewpoint of an Ethnologist," by Professor Louis Pelzer of the State University of Iowa on "The Disintegration and Organization of Political Parties in Iowa, 1852-1860," and by Mr. Chas. Manfred Thompson of Champaign, Ill., "Attitude of the Western Whigs toward the Convention System." On Friday evening, Dr. M. W. Jernegan of the University of Chicago delivered a paper upon "Factors influencing the Development of American Education before the Revolution" and Dr. Paul L. Hayworth of N. Newton, Ind., spoke upon "The Truth about the Battle of Lake Erie."

### PACIFIC COAST BRANCH.

The ninth annual meeting of the Pacific Coast Branch of the American Historical Association was held at Stanford University, April 5th and 6th. Papers were read as follows:

"Royal Finances in the Time of Henry III," Professor Henry L. Cannon, Stanford University.

"The Norman Sheriff and the Local English Courts," Professor W. A. Morris, University of Washington.

"Robert Grosseteste and the Intellectual Revival in England in the Thirteenth Century," Professor Louis J. Paetow, University of California.

"Oregon's First Constitution," Professor Robert C. Clark, University of Oregon.

"The Virginia Committee of Correspondence from 1759 to 1770," Professor E. I. Miller, Chico State Normal School.

Professor Cannon, in his paper, stated that the financial history of the reign of Henry III has not been fully worked out on account of the inaccessibility of the records. He suggested therefore that the American Historical Association might undertake to have the Pipe Rolls and other financial records photographed and the copies deposited at some point in the United States. The branch endorsed Dr. Cannon's proposal, and voted to transmit the proposal to the Association.

The teachers' session considered the topic, "Economics in the High School." The subject was ably presented in two principal papers. Miss Anna G. Fraser, of the Oakland High School, answered the question, "Has Economics a Place in the High School?" There are two chief objections to high school economics. The first is that there is a lack of competent teachers. In answer to this it may be said that economics is here, apparently to stay, and the universities must supply the teachers. To the second objection, that high school pupils are too young, it may be pointed out that there is little difference in age between high school seniors and college freshmen. Moreover, the high school has the advantage of small classes, the recitation method, and five periods a week, while the college has large classes, the lecture method, and fewer periods.

The second paper, by Professor Stuart Daggett, of the University of California, dealt with the topic, "The Content and Method of High School Economics." He said, "I believe in high school economics. I believe in it because I think that the boy and girl who are to pass on economic questions as voters should be trained in economic reasoning by disinterested teachers before they are called upon to vote. They will get lots of training anyway from self-appointed political instructors—but this isn't worth much. I want to see every voter accustomed to the analysis of economic problems and to the criticism of economic arguments before his decisions have to count." The high school cannot discriminate between those who are going to college and those who are not; therefore the high school economics course should be complete in itself. Professor Daggett discussed statistics gathered from all over the country, but chiefly from California, which indicated that the teaching of economics is now widespread, and that the demand for it is increasing. Over 80 per cent. of the high school courses in economics are in the fields of principles, commercial geography and economic history. Professor Daggett's paper will be printed in THE HISTORY TEACHER'S MAGAZINE in the near future.

### NEW ENGLAND ASSOCIATION.

The annual spring meeting of the Association was held in Springfield, Mass., on Friday and Saturday, April 19th and 20th, 1912, Professor W. S. Ferguson, of Harvard, presiding. While the larger part of the audiences was made up of teachers from the vicinity of Springfield, nevertheless Eastern Massachusetts, New Hampshire, Rhode Island and Connecticut were all represented.

At the session of Friday evening, Superintendent J. H. Van Sickle welcomed an audience of about one hundred and fifty, who followed with close attention Professor George Burton Adams' interesting and thoughtful discussion of "The Historical Novel." The speaker dwelt on the characteristics of various novels, pointing out their defects and advantages as material for teacher, student and general reader. He especially commended the contemporary novel of a past society, citing Fielding, Smollett, Anthony Trollope and Thackeray.

At the Saturday morning session the Association considered the aim of teaching and studying history, government and economics, with regard particularly to business and community affairs. The first speaker was Professor Edwin F. Gay, dean of the Harvard School of Business Administration, who spoke for history. The study of history gives a business man a sense of proportion, a balance, and a feeling of toleration. It is becoming in college the great cultural subject.

Referring to a suggested course in history by Dr. Snedden, Mass., commissioner of education, in a recent number of the "Atlantic," Professor Gay thought that such a course, made up of bits of history, government, economics, ethics, sociology, etc., was all right for the teacher, but not for the pupil. The latter should have straight history. We should teach history that the pupil may understand the present. The teacher should especially dwell on causes, the "why," of historical events. As an illustration, Professor Gay spoke of the full descriptions of the industrial revolution, but the lack of statements of its cause. This revolution, he pointed out, was a result of the colonial expansion of England into temperate climates, with its attendant increase in the demand for staple English goods produced in mass. This increasing demand and widening market, together with the deficiency of labor supply in England, forced a change in methods of production.

Mr. George P. Hitchcock, principal of the Brookline High School, spoke on the teaching of government. He emphasized the need of teaching principles, giving many practical illustrations of his method.

A general discussion followed. A suggestion from Professor MacDonald that the Association direct its efforts towards securing recognition from school and college authorities of the importance of more and better equipment was heartily received.

Luncheon was served at the Hotel Kimball to thirty-five members and guests. A valuable paper by Mr. Waldo L. Cook, of the "Springfield Republican," on "The Press in Its Relation to History," closed the exercises.

The next meeting of the Association will probably be held in Boston in December, in connection with the annual meeting of the American Historical Association.

## History Teachers' Associations

BY WALTER H. CUSHING, SOUTH FRAMINGHAM, MASS.

Co-operation of teachers in colleges and secondary schools is nowhere more marked than in the field of history. The two or three associations of a decade ago have multiplied over seven-fold; local associations and conferences are likewise on the increase; while the number of State associations with history teachers' sections still further increases the number. There is, also, a tendency for these latter to break away from the general organization and form independent societies. Finally, the American Historical Association with its teachers' conferences, the newly-appointed Committee on Co-operation among History Teachers' Associations, and THE HISTORY TEACHER'S MAGAZINE forms a general clearing house and a strong unifying force.

The activities of these associations are numerous. There are the annual or semi-annual meetings with papers and addresses on both method and subject matter; many of these are published in Proceedings and in this magazine. Then, too, numerous investigations of courses, methods, material and results have been conducted and furnish a basis for intelligent progress; and some associations, notably the New England, have issued syllabi which are in general use among history teachers. Other publications of permanent value are the bibliographical aids issued by authority of the Middle States Association and by the Teachers' section of the Mississippi Valley Historical Association. Movements to define the preparation which a teacher of history should have and to improve the equipment of history departments, are among the latest activities of a general character.

The work of history teachers' associations will appear to better advantage in the following brief summary of some of the most active societies.

### CALIFORNIA.

In this state there is, first, the Pacific Coast Branch of the American Historical Association. This body is only indirectly interested in the teaching side, but its annual meeting in November is a source of great inspiration to secondary teachers.

Then there is the History section of the California Teachers' Association. This body was formed in 1909, and meets twice a year: in December in connection with the State Teachers' Association, and in July in connection with the summer school session of the University of California. The Association issues no regular proceedings, but several papers, notably one by Mr. H. W. Edwards, on The Preparation of the High School History Teacher (September, 1910) and a History Reference Library for high Schools (April, 1912) have been published in the MAGAZINE.

Finally, there is the May First Club, a group of about forty men teachers, meeting annually for discussion and social intercourse.

### MISSISSIPPI.

In Mississippi is a flourishing association, founded four years ago, and now conducted under the auspices of the Mississippi Historical Society.

The Association has published a series of papers presented at its meeting in 1908 as Bulletin No. 1. Its meeting this year was at Gulfport, May 3, in connection with the Mississippi Teachers' Association.

### MIDDLE STATES AND MARYLAND.

Probably the largest independent association is that comprising the Middle States and Maryland. This association, formed in 1902, now numbers about two hundred and fifty, and holds its annual meetings regularly on the second Friday and Saturday in March. It publishes an annual report containing the full text of papers read and abstracts of the discussion. In addition to these reports the Association stood behind the publication of the Bibliography of History for Schools and Libraries, by Andrews, Gambrill and Tall, with a financial guarantee. (HISTORY TEACHER'S MAGAZINE, January, 1910). At present three committees are at work on important topics: one to investigate the training of teachers of history for secondary schools in the Middle States and Maryland; another, to investigate the teaching of historical geography; the third, to investigate the teaching of economics in secondary schools.

The great area covered by this Association led, several years ago, to the organization of local conferences. The most active are the Maryland, the New York City and the Trenton. An interesting account of the first is to be found in the October, 1909 number of the MAGAZINE. Reports of the other two are in the February and March, 1912 numbers, respectively.

### INDIANA.

One of the oldest associations is that in Indiana, formed in 1898. It usually meets in April or early in May. The work of this society has been along the line of better history teaching in this state. Reports of its meetings in recent years may be found in volumes one and two of the HISTORY TEACHER'S MAGAZINE.

### MISSISSIPPI VALLEY HISTORICAL ASSOCIATION—TEACHERS' SECTION.

A pioneer among history teachers' associations was the North Central, formed in April, 1899. After an independent existence of twelve years, during which it held meetings twice a year, it became on May 20, 1911, the Teachers' Section of the Mississippi Valley Historical Association. A special session at the annual meeting in May is devoted to the teaching side of historical work and the papers are published in the Proceedings of the M. V. H. A. A strong feature of this Association's work is its annual Bibliography of History and Civics, a critical estimate of new works, which is of great service to teachers. The membership at present is about one hundred and twenty.

### MISSOURI.

The Missouri Society of Teachers of History and Government was organized in May, 1908. It grew out of the department of history of the Missouri State Teachers' Association. It holds two meetings a year, the annual meeting in May, and the other in the late fall, in connection with the State Teachers' Association. The Society is affiliated with the State Historical Society; members of the first are also members of the second, and the payment of the annual dues of one dollar entitles a member to the Missouri Historical Review, a quarterly publication of the Historical Society. A certain portion of the space of this quarterly



is at the disposal of the editor of the teachers' society. One of the best things the Association has done was its investigation of actual teaching conditions in Missouri schools, the results being published in the *MAGAZINE* in February, 1911. Much credit for the work of the Association is due to Professors Fair and Violette of the Normal School at Kirksville, who are now at work on a syllabus of local history.

#### NEW ENGLAND.

This Association was the outcome of a meeting of a number of teachers of history in colleges and schools who met in Cambridge in April, 1897, as the guests of the Committee of Seven. An organization was effected and the first meeting held in October of the same year. Since then two meetings have been held each year, usually in Boston, but one meeting has been held in Portland, Me., Hanover, N. H., Hartford, Conn., and Providence, R. I., and two in Springfield, Mass.

The papers and addresses have been published in Annual Reports, but henceforth *THE HISTORY TEACHER'S MAGAZINE* will be the regular medium of the Association, its papers for 1911 being published in the May, 1912 issue.

Besides publishing its addresses, the Association has prepared and published through D. C. Heath & Co., a Syllabus of History for Secondary Schools; An Outline for the Study of American Civil Government, Macmillan Co.; Historical Sources in Schools, Macmillan Co.; A Catalog of Historical Material (in press, Houghton, Mifflin Co.); and several Series of Historical Pictures (Mabelle L. Moses, Putnam St., West Newton, Mass.).

Taking its cue from the admirable collection of aids to history teaching, prepared by Professor Henry Johnson and Professor James Shotwell, of Teachers' College, New York, for the 1909 meeting of the American Historical Association, the New England Association, through a committee of which Professor Arthur I. Andrews was chairman, has collected and arranged a valuable lot of historical material consisting of maps, charts, casts, implements and pictures. This collection is open to the public at Simmons College, Boston, and a new and enlarged catalog will be published this spring by Houghton, Mifflin and Co. The character of its series of historical pictures may be seen in the frontispiece illustration of the current number of this *MAGAZINE*.

The Association numbers over two hundred, and meets in the fall, usually in October, and in the spring, usually in April.

#### NORTHWESTERN ASSOCIATION.

On Friday, the fifth of April, the teachers of history and government present at the meeting of the Inland Empire Teachers' Association at Spokane, met and organized a Northwestern Association of History Government, and Economics Teachers. Professor Leroy F. Jackson, of the Washington State College, chairman of the committee appointed a year ago, presided at the meeting, and Mr. M. M. Beddall, of the Spokane schools, was elected temporary secretary. A constitution was adopted, and the following officers elected: President, Professor C. S. Haines, of Whitman College, Walla Walla; Vice-President, Professor C. S. Kingston, of the State Normal School, Cheney, Washington; Secretary-Treasurer, Professor Leroy F. Jackson, of the State College of Washington, Pullman. Mr. W. L. Wallace, of Spokane, and Supt. C. A. Sprague, of Waitsburg, Washington, were elected to serve with the officers on the Executive Committee.

The constitution of the new association provides for two meetings a year, one at the same time and place as the Washington Educational Association, and the other at the same time and place as the Inland Empire Teachers' Association. The membership embraces teachers from the states of Washington, Oregon, Idaho, and Montana. The plan is to carry on a considerable amount of work by means of committees. The Executive Committee has already appointed chairmen of committees on texts and Reference Works, Curriculum, and Local History. Other committees will be appointed later. The work is being taken up with an enthusiasm that encourages belief in the success of the new organization.

#### TENNESSEE

The meeting for organization of a Tennessee History Teachers' Association, was held in Nashville, on April 5, and was addressed, among others, by President Ayres, of the University of Tennessee; Dr. Lilian W. Johnson, of the Memphis High School; Dr. K. C. Babcock, of the Bureau of Education; Professor Rall, of the

University of Tennessee, and Professor St. George L. Sioussat, of Vanderbilt University. The officers of the Association are: Professor James D. Hoskins, Professor of History, University of Tennessee, President; Principal J. A. Robins, of the McTyeire School, McKenzie, Tenn., Professor Max Souby, of the Middle Tennessee State Normal School, Murfreesboro, Vice-Presidents; Professor St. George L. Sioussat, of Vanderbilt University, Secretary-Treasurer. These with Miss Lizzie L. Bloomstein, librarian George Peabody College for Teachers, Nashville; Dr. Lilian W. Johnson, of the Memphis High School, Memphis, and Professor P. W. Lyon, of Maryville College, Maryville, Tenn., constitute the Executive Committee.

#### TEXAS.

A very healthy organization meets annually in connection with the State Teachers' Association, usually during the Christmas vacation. At the last meeting about one hundred teachers attended the history section, and many engaged in the discussion of the papers. Out of the discussion arose a definite consciousness of a great need for improvement, accompanied by a keen desire to affect such improvement. A motion to appoint a committee of five to investigate conditions and report to the next general meeting was carried unanimously. That committee has begun its work by drawing up a questionnaire. The teachers of the State are responding in a way to gladden the heart of anyone seriously interested in the profession. The report of the committee will probably be ready by the end of Summer. In the election of officers, Dr. Chas. W. Ramsdell was elected chairman; J. A. Hill, of West Texas State Normal College, vice-president; and Miss Bess Hackett, of Marlin High School, secretary-treasurer.

#### VASSAR ALUMNAE HISTORICAL ASSOCIATION.

Unique among history teachers' organizations is that of the Alumnae of Vassar College. This Association was formed in 1896 "to strengthen the educational bond of union between the Alumnae and Vassar College . . . and to increase the number of works on history in the Vassar College Library." This latter object has been realized to a gratifying degree, and in each book thus acquired by the library is the beautiful book-plate designed by Mr. E. D. French.

The Association has about two hundred members, and meets annually on the Saturday nearest Washington's Birthday. It publishes its proceedings.

### History Teachers' Associations—Secretaries

AMERICAN HISTORICAL ASSOCIATION.—W. G. Leland, Carnegie Institution, Washington, D. C.

PACIFIC COAST BRANCH.—H. W. Edwards, Berkeley, California.

CALIFORNIA.—History Section, State Teachers' Association, Maude F. Stevens, Palo Alto.

COLORADO.—History Section, University—High School Conference. James F. Willard, Boulder.

INDIANA.—Herriott Clare Palmer, Franklin.

KANSAS.—Raymond G. Taylor, Manhattan.

MARYLAND.—Ella V. Ricker, Baltimore.

MIDDLE STATES AND MARYLAND.—Henry Johnson, Teachers' College, New York City.

MISSISSIPPI.—R. George Smith, Liberty.

MISSISSIPPI VALLEY HISTORICAL ASSOCIATION.—Teachers' Section, Howard C. Hill, Normal School, Milwaukee, Wisconsin.

MISSOURI.—Eugene Fair, Kirksville.

NEBRASKA.—Mattie Cook Ellis, Peru.

NEW ENGLAND.—Walter H. Cushing, So. Framingham, Mass.

NEW YORK CITY CONFERENCE.—Moses Weld Ware, Morristown, New Jersey.

NORTH DAKOTA.—R. M. Black, Wahpeton.

NORTHWESTERN ASSOCIATION.—Leroy F. Jackson, Pullman, Wash.

OHIO.—Organization in process. D. C. Shilling, Hamilton.

SOUTH DAKOTA.—Mae H. McCreary, Groton.

TENNESSEE.—St. George L. Sioussat, Nashville.

TEXAS.—Miss Bess Hackett, Marlin.

TRENTON (N. J.) CONFERENCE.—Sarah A. Dynes, State Normal School.

TWIN CITY.—D. H. Holbrook, East High School, Minneapolis, Minn. (Pres.)

VASSAR ALUMNAE HISTORICAL ASSOCIATION.—Adelaide Underhill, Poughkeepsie, N. Y.

WISCONSIN.—Carl E. Pray, Milwaukee.

## LIST OF MEMBERS

### OF HISTORY TEACHERS' ASSOCIATIONS.

History teachers make up a large proportion of the membership of the American Historical Association, and of the Pacific Coast Branch of that Association, but as the Association publishes biennially a list of all its members, it has not been deemed advisable to print the list here.

#### ASSOCIATION OF HISTORY TEACHERS' OF THE MIDDLE STATES AND MARYLAND.

Mrs. Robert Abbe, City History Club, New York City.  
Annie Heloise Abel, Goucher College, Baltimore, Md.  
Ida Ale, 332 West State Street, Trenton, N. J.  
Grace Albert, Miss Shipley's School, Bryn Mawr, Pa.  
Herman V. Ames, University of Pennsylvania, Philadelphia, Pa.  
Bingley Anderson, The Misses Masters' School, Dobbs Ferry, N. Y.  
Ada M. Andrews, 3305 Windsor Mill Road, Baltimore, Md.  
Elizabeth A. Andrews, Miss Baldwin's School, Bryn Mawr, Pa.  
Isabel S. Arnold, Plainfield Seminary, Plainfield, N. J.  
L. Louise Arthur, Bryant High School, Long Island City, N. Y.  
Edna L. Bacon, Barringer High School, Newark, N. J.  
H. H. Bailey, 85 Fifth Avenue, New York City.  
James F. Baldwin, Vassar College, Poughkeepsie, N. Y.  
Jessie Baldwin, 34 Southard Street, Trenton, N. J.  
Mary L. Bancroft, The Bennett School, Millbrook, N. Y.  
Willina Barrick, 243A Summit Avenue, Jersey City, N. J.  
Alfred S. Bassette, High School, Red Creek, N. Y.  
A. B. Bates, Morris High School, New York City.  
Charles A. Beard, Columbia University, New York City.  
Florence L. Beeckman, 141 West 104th Street, New York City.  
Harold F. Biddle, Morristown High School, Morristown, N. J.  
A. S. Beatman, Polytechnic Prep. School, Brooklyn, N. Y.  
Katharine F. Belcher, Newark High School, Newark, N. J.  
May K. Biggins, Manheim Street, Atlantic City, N. J.  
Josephine E. Blydenburgh, Public School No. 102, Brooklyn, N. Y.  
Eleanore Borsé, High School and Normal College, Larchmont Manor, N. Y.  
Anna S. Bonsall, 1704 Pacific Avenue, Atlantic City, N. J.  
Teresa C. Brady, Public School No. 188, New York City.  
Margaret H. Brewer, Western High School, Washington, D. C.  
Anne T. Bridgman, 157 West 123d Street, New York City.  
Elizabeth Briggs, Horace Mann School, New York City.  
Alice M. Brown, High School, Port Chester, N. Y.  
Marshall S. Brown, New York University, New York City.  
W. Franklin Brush, 500 Fifth Avenue, New York City.  
Alfred C. Bryan, High School of Commerce, Brooklyn, N. Y.  
Myrton A. Bryant, 16th and Chestnut Streets, Philadelphia, Pa.  
Mary Buchanan, 439 Bellevue Avenue, Trenton, N. J.  
Henry R. Burch, Manual Training High School, Philadelphia, Pa.  
George L. Burr, Cornell University, Ithaca, N. Y.  
Arthur P. Butler, Morristown, School, Morristown, N. J.  
Eliza R. Butler, New York City.  
Clara Byrnes, Normal College, New York City.  
James O. Campbell, Westminster College, New Wilmington, Pa.  
Leonora E. Carpenter, Eastern High School, Baltimore, Md.  
Elizabeth M. Carroll, Arundell School, Baltimore, Md.  
Mary C. Carter, St. Timothy's School, Catonsville, Md.  
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